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Satyagraha

CONNECTICUT COLLEGE



Vol. 53, No. 24

NEW LONDON, CONNECTICUT

Tuesday, March 3, 1970

SURVIVAL

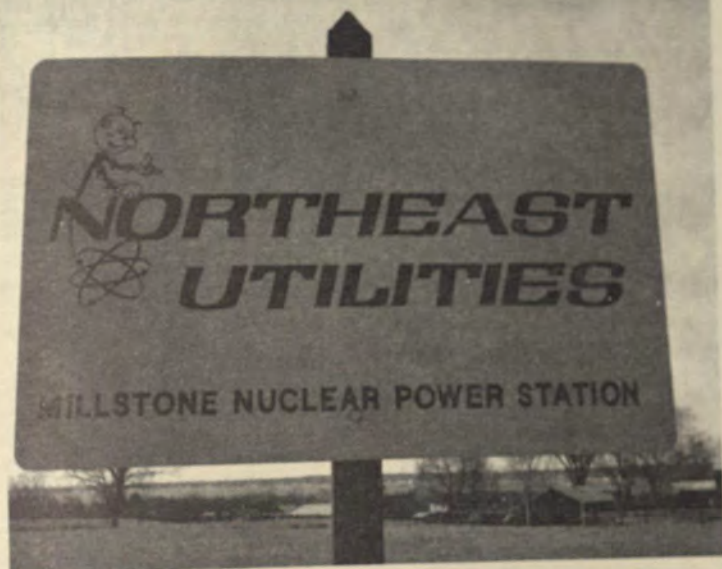


photo by carroll

by Allen Carroll

A 540 megawatt nuclear power plant is currently under construction at Millstone Point, Waterford, Connecticut, about five miles from the Connecticut College campus.

The Millstone plant is one of 46 nuclear power plants currently in existence or under construction in the Northeast. The operation of these plants under existing Atomic Energy Commission regulations will result in enormous health hazards as a result of radiation.

AEC regulations, as they are now set up, allow nuclear power plants to release relatively large amounts of "low-grade" radioactive particles into the air. The Millstone plant will discharge materials into the atmosphere at the rate of one curie per second. (The remaining "high grade" radioactive wastes, some of which will take thousands of years to disintegrate, were stored in tanks in large "burial grounds.")

The amount of radioactivity released from the Waterford plant will be in excess of 31 million curies per year, and will be blown for miles around by wind currents.

The effects of this type of pollution can be extremely harmful, especially when 46 nuclear power plants are concentrated in such a relatively small area as the Northeast. Dr. John W. Gofman, research biophysicist and physician at the University of California, has told the Joint Committee on Atomic Energy that the conditions that he based a report he released in November of 1969 have worsened, and that radioactive effluence from nuclear power plants will result in more cases of cancer, leukemia, germ cell mutations and miscarriages than he had originally predicted.

The Atomic Energy Commission's Livermore Radiation Laboratory states that nuclear pollution may cause an additional 14,000 cases of cancer each year, according to the January 19th issue of Time Magazine. Premature aging can also result from exposure to radiation from nuclear power plants.

In addition, the atmospheric radioactive wastes will not "leave the system" by settling to the earth as do conventional air pollutants, but will continue to circulate in the atmosphere for years after their release from nuclear power plants.

Nuclear pollution is not the only threat posed by nuclear power plants to the environment. Large amounts of water must be used to cool the reactor cores, which produce here in vast quantities. Unless the water is cooled after its use by the power plant, it will reenter the river at a temperature up to 30 degrees warmer than it was before entering the plant. The ecosystem of the river is inevitably upset, and thousands of microorganisms may be destroyed.

Although several methods are available for cooling the water, they are impractical, expensive, or both. Most power companies are unwilling to pay for costly cooling equipment.

The most frightening aspect of nuclear power plants is the possibility of a large disaster as the result of a massive accidental release of radiation from a reactor. The possibility is very remote, but it exists and will always exist while nuclear power plants are in operation. Such an accident could kill people up to fifteen miles from the reactor, and could cause billions of dollars in property damage.

The dangers created by the construction of nuclear power plants raise important questions: Can the Atomic Energy Commission, which is supposed to "promote" the use of nuclear energy for the generation of electricity while it "regulates" it—two diametrically opposed tasks—be depended upon to effectively protect the public from the dangers of atomic energy? And should the construction of nuclear power plants be halted and a more reliable alternative be found, or are a few thousand deaths from cancer and leukemia a small enough price to pay for progress?

NOTE: The discussion of nuclear power plants and the Millstone Point plant will be concluded in next week's column.

Survival Organized Into Panels

Chris Howells has drawn up an outline for the organization of SURVIVAL. Students may volunteer to serve on any one of the five panels:

A. Research: This panel shall compile and catalogue literature, research reports, and news releases from the New London area concerning (1) Industrial waste and domestic waste disposal. (2) housing, (3) energy production, (4) pollution, (5) poverty.

Morris and Lipset Discuss Poverty Throughout World

by Sue Elliot

The Colloquium on Poverty set the tone for the academic events of the 1970 Conn-Quest Weekend. Reverend Calvin S. Morris, associate director of the Southern Christian Leadership Conference's Operation Breadbasket, spoke on the topic "Politics of Hunger, Are the Poor Blessed?" Seymour Martin Lipset was the second guest lecturer and spoke of the changing concepts of poverty.

Mr. Lipset is a professor of government and social relations at Harvard and is well known for his studies of political sociology in the United States, Europe, and emerging nations.

Rev. Morris is presently the state coordinator for the Illinois Campaign Against Hunger and has participated in Harvard's Upward Bound program.

Rev. Morris spoke of the problems of the poor in a rich nation. He stressed that blacks are not the only group afflicted by poverty. There are 40 million Americans who live in poverty, and 28 million of them are white. Mr. Morris went on to expose some "myths" about poverty; that is, that poor people are lazy and shiftless and that the poor are poor because they want to be.

Mr. Morris refuted these myths with the 12 million "working poor or near poor." The working poor receive about \$4,000 annually at best, usually for working in domestic occupations. They are not protected by the minimum wage and usually with both parents working, families are not able to earn a decent living wage.

Mr. Morris pointed out many deficiencies in the welfare system. He said that the welfare was started during the depression because white people were poor. It was "meant only as a stop-gap measure to help the poverty of whites at that time," not for long-range poverty relief. "The majority of the poor are not on welfare," said Mr. Morris. He mentioned that a welfare family in Chicago receives 26 cents per meal.

Mr. Morris stated that "we must use our resources to rebuild our cities." Renovating old cities and building new ones will help any able-bodied man and his family to rise from poverty. He stressed that there is also a need for a guaranteed income with real incentive to work. The aged, the crippled and blind—those who will never work—must be reckoned with in our planning. Our country must have a commitment of full employment for everyone. "If private industry can't do it, then the government should," said Mr. Morris.

Seymour Lipset addressed himself to the changing concepts of poverty. He stated that concern and discussion about poverty goes back several centuries. When Great Britain was the wealthiest country in the world (1830), it was also the most concerned about poverty. In France, the deepest concern about poverty was expressed in the wealthiest homes.

Mr. Lipset cited John Kenneth Galbraith's analysis of poverty in America in the 1950's. It is a phenomena of politically weak groups; that is, the aged, ill, widows, white rural, and black groups.

These people are in the minority and tend to be under-involved in the American political situation. In most other world and historical situations, poverty has been prevalent in a majority group. Therefore, the affluent group in the United States must be activated to take up the cause of the poor.

Mr. Lipset said that the poor feel "self-hatred," a feeling something is wrong with them personally and their group as a whole. This concept is fostered by the media, education and other things which instill common values. The affluent classes tend to live the same in all countries," Mr. Lipset stated.

The middle class and affluent class when surrounded by the plight of the poor, must blind themselves to the poor in order to function. "The gap [between rich and poor] is too great. The poor must become non-people," said

Mr. Lipset. Here we have the rich in a prison of complacency and the poor locked in self-hatred.

One of the greatest problems in poverty is that it tends to sink into the background. As Emile Durkheim has stated, real poverty does not result in revolution, but in apathy.

What can be done? Mr. Lipset doubts the political expediency of an international welfare program. Encouraging skills that lead to wealth works, as evidenced by growth rates in underdeveloped countries, but growth rates do not affect most of the people. Methods to increase productivity, particularly agricultural productivity, are important on a world basis. Lipset also advocates the development of new international institutions. "Not rich countries helping poor countries, but mankind helping mankind and redistributing the resources."



Rev. Calvin S. Morris



Mr. Seymour Lipset

Mink Talks on Temporal Art Stresses Idea of Detachment

by Peggy McIver

Louis Mink, professor of philosophy at Wesleyan University, spoke in Crozier-Williams' Student Lounge on Wed., Feb. 25. Professor Mink described a conception of art radically different from traditional concepts.

Mink attacked the supposition that art must aim for permanence. He cited the statue "Homage to New York" which self-destructs after a period of time. Another example of temporal art which Mink noted was that of a literary magazine that is chemically treated to dissolve within three months.

"Van guard art operates on the principle of detachment," Mink stated. The artist must first disassociate himself from his own work of art. John Cage, noted composer, provides his musicians with only a bare outline on which to build a performance. Every performance is spontaneous and different.

Secondly, the viewer must be separated from the art work. "Happenings" encourage this sort of phenomenon. As an example Mink mentioned a performance in which the curtain opens on an empty stage... and the stage

stays empty throughout the evening.

No individual in the audience can then be certain of the artist's intent because the artist professes no intent. Each member is forced into his own chrysalis shell with only his private reaction to the phenomena on stage.

Finally, the disassociation of art from form must be accomplished. Mink again cited John Cage as an example of one who employs this technique. In one of his programs, the composer has a pianist sit down at a piano. He remains there for four minutes. Predictably, this piece is entitled "Four Minutes of Silence." The only sound that occurs is the incidental reaction of the audience.

Mink asserted that no previous theory of art can account for vanguard art. We must think in terms of an extended theory of art to account for the aesthetics of formlessness. Perhaps art shouldn't be set aside as a separate class of objects to be bought and sold. Instead, art should be integrated into our lives. Ultimately, one must be led to see that everything around him is art.

At a special meeting held on Wed., Feb. 25, the faculty voted to rescind the academic calendar approved at their last meeting.

In a secret ballot, the faculty voted "yes" to finishing the first semester, including exams, before Christmas. In separate ballots the faculty voted approval of an extended vacation in the middle of the first semester, but again voted to abolish the Special Studies period. The Faculty voted to reject a separate proposal which stipulated that no fewer than 68 instruction days be allowed per semester.

The dates of next year's academic calendar were not determined at the faculty meeting. The actual calendar, based on the faculty's recommendations, will be drawn up by the President's office.

Editorials . . .

A Chance To Make A Difference

Student concern over the issue of the calendar led to the first all-campus vote on an academic question. Tonight, students will have another opportunity to voice their opinion. This time, the 11 point academic proposal, which appeared in the **Controversy** column of the Feb. 24 issue of **Satyagraha**, will be considered. In order to obtain a student consensus on each individual proposal and the order of their importance, house meetings will be held to encourage suggestions and to initiate student concern. The results of these discussions will be used to amend or clarify the proposals where necessary so that they may be accurately presented to the student body in an all-college referendum.

It is important that students give careful and thoughtful consideration to these issues. They concern the basic framework of our academic lives.

Epilogue

The faculty decision to abolish the Special Studies period is inconsistent with their willingness to give close consideration to student opinion on all other aspects of the calendar. At a student referendum last week, there was an overwhelming majority vote in favor of an independent study program — 710 in favor and 201 against.

Faculty disregard for this vote indicates that the faculty is unwilling to further experiment with the concept of individual study or to modify the present system, which both students and teachers agree is inadequate.

At the all-college meeting, many weaknesses in the present special studies structure were pointed out. But do these faults warrant eliminating a program that has proved to be both stimulating and exciting for participating students, even in its imperfect state?

We urge the faculty to exercise the imagination and interest that they rightfully expect from students. They may be surprised at the response they'll get.

The Enthusiast

Enthusiasm might even startle us these days. People avidly supporting something are more often than not labeled as fanatics, at worst, and "one-tracked" at best.

The cameraman who filmed "The Other Americans" a story of poverty, was with us for its showing as part of the Conn-Quest Weekend.

Following the viewing he returned to one of the dorms and related to eager listeners, over banana bread and tea, the eleven arduous months it took to make the film.

As they listened those who had seen the film were listlessly pondering again the weight of the problems presented.

He told us that he received much the same reaction when it appeared before those persons who had financed the film. All but one.

As the film closed and the lights came up in the board room this one gentleman jumped up.

"That was great, great; that was the greatest movie I've ever seen."

(The visiting film-maker had spilled his tea in his banana bread and startled his company.)

MFV

Instruction
Committee?

....still up in the air.

graphic by kane

Letters to the Editor

To the Editor:

Although I agree with many of the proposals suggested in **Controversy** 2/24/70, I strongly discourage the abolition of the physical education requirement.

Frankly, I can't see the hardship involved in the already minimal physical education requirements. Restricted to freshmen and sophomores, the program requires two hours a week. Equipment and entirely more than adequate facilities are provided. A wide choice of activities is available, making repetition of any one sport unnecessary during the two years. Even the standard gym suit is not mandatory.

Development of the body, as the Greeks perceived, complements the development of the mind. Athletics provide a necessary break in the academic routine. Moreover, physical education classes may serve to acquaint a student with a new activity, one which she had neither the time nor the opportunity to pursue previously.

Sports are barely persisting on this campus as it is. I know that the swimming and tennis teams usually have just enough participants to enter a meet or match. Without organized phys. ed. classes, I am sure competitive sports would disappear. More importantly, the abolition of the phys. ed. requirement would necessarily decrease the present athletic staff and facilities, an unfortunate occurrence for those interested in athletics.

Students used to be persuaded to move. If you're not convinced of the necessity to provide this persuasion, walk from your dorm to the post office and back. It may very well, as one male student noted, destroy any sense of aesthetic values you may have. For many of the students here, dinner should be abolished before physical education requirements.

Nancy Diesel '71

To the Editors:

The two Special Studies periods in which I have participated have been, beyond doubt, the most meaningful experiences of my college education. I hate to think that future students will be deprived the stimulation and experience that such a relatively free situation allows. Worse yet, I hate to think that they may graduate, upon completion of four structured years, without ever having known what they were missing and how much better their education could have been.

Linda Manno '70

To the Editors:

I can't believe that the faculty voted down a Special Studies period for next year. It seems to me that valuable educational experience can be gained through self-initiated programs. Perhaps Special Studies needed revamping, but it certainly shouldn't have been dropped.

Why couldn't we try a 4-1-4 program?

Joan D. Krizack '71

To the Editor:

Your recent coverage of pollution in the New London area has been excellent. However, I'd like to make one suggestion: include in each article the address of one person to whom it might be effective to write, in order to press for more action.

Chris O'Connor '73

Ed. Note: Those who wish to do something about the pollution problem should contact Chris Howells, Box 416. She will be able to furnish a list of those persons or agencies to whom it is most effective to write.

To the Editor:

Re Special Studies:

Admittedly it had its structural and organizational defects. Granted student and faculty participation was definitely not what one would term overwhelming.

However, when the faculty voted Special Studies out of existence, it set Connecticut College back a step, instead of up toward progressive and liberal programs of education that I hope we will one day see.

One cannot expect a pioneer program to be a complete and instant success in just two years. Every program needs and takes time to develop to its greatest potential. Special Studies was not given its adequate share of time.

Martha Aldrich, '72

To the Editors:

As a member of the class of '71, I am deeply disappointed that the faculty voted to discontinue Special Studies at its recent meeting. Because next year is my last year of college, their decision denies me my last opportunity for experiences from which I have profited.

I think most people would admit that the failure of Special Studies is due to many factors, including poor timing and a lack of coordination on the part of both students and faculty.

The point which must be made is that although Special Studies has not been successful in the past, it is an option which should not be permanently discarded. If

correctly formulated into a 3-1-4 or a 4-1-4, Special Studies could be a more meaningful experience for everyone.

My concern is that the faculty not turn its decision into a precedent for choosing not to reinstitute some program of independent study in the future years.

Yours in Peace,
Nancy Topping '71

To the Editor:

Faculty acting on the recent calendar re-Special Studies is like Pat Nixon joining the Girl Scouts of America. It's great for the Girl Scouts, but what about the rest of us?

Sincerely,
Heidi Winter '71

To the Editors:

Granted, the faculty reconsidered their mistake of last week and voted to give us exams before Christmas and review days. I only regret that they vetoed the best idea of all: Special Studies.

Special Studies, perhaps in the same form that it has taken in the past two years, but rather as representing the general notion of an Independent Study, was one thing with real potential. It seems to me that a step was taken backwards—away from the possibility of any type of Independent Study program at this college and that if ever it is to be considered again—in any form—it will be most difficult to obtain the approval of the faculty.

Regretfully,
Jodie Meyer, '72

TO: SENIORS

Fellowships for Graduate Study

The Connecticut College Chapter of Phi Beta Kappa scholarship, awarded each year, is not restricted to members. In addition, two fellowships named for former President Rosemary Park and two or three other college-sponsored fellowships are available to seniors. One application form serves for all these and is available now in Dean Cobb's office. Completed forms must be returned before April 15.

Summer Graduate Course at the University of Manchester, England, on Urban and Social Planning in Great Britain

The Institute of International Education has just announced

that they are reserving a limited number of places in this program which runs July 1 to August 1 at the University of Manchester, England. Deadline for application is April 15. Brochure and application are on the Bulletin Board opposite Dean Cobb's office.

Graduate Record Examinations

The next exam on campus will be April 25, and applications must be in by March 31. Seniors expecting to go on to graduate school after a year or two may wish to take the exam on that date. Another Law School Admission Test will be given on April 11, and the National Teacher Examination on April 4 may be helpful for any student who is not certified but has some prospect of teaching.

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The Comers discuss child rearing practices.

photo by swift

Comer Speaks On Need For Better Child Care

by Valerie Fletcher

James P. Comer, M.D., Associate Dean of the Yale School of Medicine and assistant professor of psychiatry at the Yale Child Study Center; and Shirley A. Comer, pediatric and psychiatric nurse and research assistant in child development at the Yale Child Study Center both spoke on Wed., Feb. 25 at a lecture sponsored by Conn's Child Development department.

Mrs. Comer discussed the case history of an infant placed in the day care center. In particular, she emphasized the need for constant parental care in the early stages of child development.

Dr. Comer emphasized that the highly developed society in the U.S. demands drastically improved care for our children based upon increased studies in order to prevent developmental deficiencies. The U.S., considering its size, prosperity, and advanced technology, has accomplished proportionately less than many other countries in the field of child development.

(Continued on Page 7, Col. 4 & 5)

State Elections Promise Victory For Republicans

L. Resnikoff

In this election year in the state of Connecticut there will be contests for the governorship, one Senate seat, all six United States Representative seats, and other state and municipal offices. On January 10, Governor John Dempsey, a Democrat, announced that he would not seek re-election. Senator Thomas J. Dodd, a Democrat and the incumbent in the contested Senate seat, was censured by the Senate in 1967 for misuse of campaign funds. Thus, this year offers the Republican party a promising opportunity to regain some control in Connecticut.

Having served for nine years as governor, Mr. Dempsey declared that he would welcome the opportunity to spend more time with his family. Mr. John Bailey, chairman of the Democratic State Central Committee since 1946, concurred with Mr. Dempsey's sentiments.

However, there is considerable undercurrent that Mr. Dempsey's decision not to seek another term was not precipitated by familial devotion, but rather by the actions of last year's Democratic-controlled Connecticut General Assembly.

Gov. Dempsey had proposed a bill to raise \$700 million in taxes. The legislature, rejecting this bill, passed its own version which was vetoed by the governor. A special session of the legislature, called to deal with this specific disagreement, approved a measure which decreased the governor's original proposal by \$200 million—still the largest increase in the state's history. This will, most likely, be the basis of the Republican's campaign.

Thus, it is felt that Mr. Dempsey, retreated after losing his hold within the party. This still leaves the ancient Mr. Bailey head of the state Democratic organization as the leader of a disorganized party with a power vacuum.

Immediately following Mr. Dempsey's withdrawal announcement, two men sought to fill the gap: Mayor Hugh Curran, Jr. of Bridgeport and U.S. Rep. Emilio Q. Daddario of Hartford. Mayor Curran has subsequently been eliminated as a possible candidate due to his administration's fiscal policy. A recently uncovered deficit of two million dollars in the city's operations necessitated a ten million dollar tax for three months and a possible additional \$20 million tax beginning April 1. This fiscal mismanagement would be fuel to an already rising tax payers' revolt.

Mr. Daddario has already received the support of Hartford, Tolland, and Middlesex counties. As of now, he is assured of the Democratic nomination for governor. He supports two issues which will be featured on the November ballot for a statewide referendum: the vote for 18 year olds and annual legislature sessions.

Mentioned as possible running mate for Lt. Governor are John Narkiewicz of Windsor, supported by the Polish-American ethnic block, and former Mayor Harvey Mallove of New London.

Within the Republican party are several candidates vying for this nomination: State Sen. Wallace Barnes of Farmington, State Sen. T. Clark Hull of Danbury, U.S. Rep. Thomas J. Meskill of New Britain, and possibly State Rep. Nicholas Lenge of West Hartford. It is Mr. Meskill who now commands the overwhelming lead among the party regulars.

However, Mr. Barnes, GOP State Senate Minority Leader, vows that if the nomination does go to Meskill at the June convention, he will force a primary con-

test. Connecticut law allows for a primary contest to be held if a candidate controls 20 percent of the delegates at his party's convention. But the prospects are slim for an intraparty Republican fight.

The race for nominations for the Senate seat offers much more excitement. Due to the vulnerability of Mr. Dodd, facing his first election since his censure, both parties have many hopefuls.

Among the declared candidates for the Democratic nomination are Senator Thomas Dodd, Joseph Duffy of Hartford, national chairman of Americans for Democratic Action, and State Sen. Edward L. Marcus of New Haven. Alphonsus Donahue, Jr. of Stamford is expected to announce his candidacy at an upcoming press conference. Four others are mentioned as possible candidates: Mrs. Ella Grasso of Windsor Locks, Secretary of State; U.S. Rep. Ronald Irwin of Norwalk; former Mayor Richard Lee of New Haven; and U.S. Rep. John Monagan of Waterbury.

Senator Dodd, because he is the incumbent, is able to use his office's power within the party machinery; at the same time, his appeal among the party members and the voting public has been seriously damaged due to his censure. Mr. Duffy, the "darling" of the McCarthy liberals, has met unexpected resistance from liberal group of the New Haven area who are pushing Mrs. Ella Grasso to enter the race. She offers her state and party experience as incentives for the support of the party machinery, and as an advocate of the peace plank in 1968, she attracts liberals and youth. Mr. Donahue, whose campaign consultant is a former Humphrey campaign manager, was Bailey's choice for the nomination of Lt. governor. Mr. Marcus has the secure backing of his third Congressional district plus the support of the individual towns of Meriden, Trumbull, Wallingford, and Bethel.

However, the determining factor on which the nomination hinges will be Mr. Bailey's ability to control the Democratic party. Mr. Bailey, age 65, although considered to be the most powerful Democrat in Connecticut, is no longer "hungry." The young "turks" of the party are no longer easily subdued by his prophecies

of punishment and reward. And they promise to force the first state primary election in the history of Connecticut.

The Republican party presently has four contestants competing for the senatorial nomination: Edward B. Etherington, who resigned as president of Wesleyan University to seek the nomination; State Sen. John M. Lupton of Weston; former U.S. Rep. Abner Sibal of Weston; and U.S. Rep. Lowell Weicker, Jr. of Greenwich. It now appears that the Republican leadership favors Weicker's candidacy.

In a poll of February 18, 1970, commissioned by Weicker and conducted by DeKadt Marketing and Research Associates of Greenwich, the Republican candidates in every case but one defeated their Democratic opponent.

Citing the Democratic power tossup, Mr. Weicker compared the Democratic party to a hockey team making substitutions. "The weakest time for any hockey team is when it is changing players on the fly. And that is what the Democratic party is doing."

"If they can get away with it," he continued, "I'm afraid we're in for another long period of Democratic rule in this state. This is the time to take them. This is when they're most vulnerable."

However, the Democratic party remains optimistic. "There still is hope," said a party regular. "The Republicans have a proclivity for booting their opportunities." And everyone remembers that the Democrats have controlled the statehouse for the last sixteen years.

Freshmen Class Officers

Meg Gifford — Secretary/Treasurer
Mindy Ross — Social Chairman
Valerie Fletcher and Wendy Wade — Judiciary Board
Mary Maloney and Jay Levin — Nominating Committee

There was a runoff for president between H.P. Goldfield and Jean Kelleher on Monday, after the paper went to print.

CONTROVERSY

by Susan McGreevey

A cartoon appearing in the recent edition of the *New Yorker* magazine depicted a long-haired youth confronting his father with the request to be sent to a college "where they don't have classes and nobody learns anything." Although this situation is rather exaggerated, it seems to indicate the direction in which Conn College is heading, a direction I would not like to see it take.

With the present lack of all rules in the dormitories (a situation which no one can deny has caused some problems), some students are now pressuring for a removal of all academic structure. Although the *Controversy* column by Linda Manno et alii claims to recognize the need for structure, it then goes on to propose its practically complete removal.

A system of no grades, no majors, no requirements, no exams, in essence the option whether or not to study may seem very inviting. However, in society, comparable systems are known under the infamous name of anarchy and despite man's dreams of Utopia such societies have always led to disaster.

Still, such a system could work under one condition, that all students were mature enough to study without incentive and all knew exactly what they wanted to study and where they wanted to go. No matter how personally motivated an individual student may be it is ridiculously idealistic and just plain naive for him to believe that this holds for all students.

Many students come to college with little or no idea of what they want to do or how to do it. Others are just not mature, motivated, or whatever

term you like, enough to be able to survive academically in a system with no requirements or guidelines.

I believe that the failure of Special Studies was in a large part due to the completely optional, unstructured structure of that period. Those students that became involved in programs or seminars that were personally gratifying are those for whom the unstructured system would be profitable. But for those who either stayed home or underwent a week and a half of complete boredom, it would be stretching ten days of mental atrophy into an entire year, with disastrous results.

A student at the "Liberal Mafia" meeting is quoted as having said, "It is easier to rely on a structure than on yourself." This may be true but what many people fail to realize is that someone may need that structure to lean on while learning to rely upon himself. The risk of seriously damaging the academic future of a group of students to satisfy the demands of even a majority (who could be a very vocal minority) is grossly unfair and should never be taken by any college.

A college should act in the best interest of all its students. A system that allows freedom to those who have somehow proven themselves capable of handling it (not worthy, capable) while providing a guiding structure to the less well directed student is the only choice. It will be a very difficult system to establish and may involve the setting up of guidelines and the existence of (God forbid!) rules, but some form of rules exists in all societies and in the long run such a system would be the most practical and the only feasible solution.



A Chinese Opera, "The Jade Bracelet", will be presented on March 7 at 8:00 p.m. in Palmer Auditorium.

A Confrontation With Poverty

More Foreign Aid UN Members Urge For Poor Nations

by H.P. Goldfield and Joseph N. Srednicki

The topic of poverty as it exists on the international scene was presented to the Connecticut College student body by three distinguished members of the United Nations International Affairs Forum on Saturday morning, February 21, in Palmer Auditorium, as part of Conn-Quest Weekend.

Alexander Gabriel, currently serving as the bureau chief of the Trans-Radio New Agency and as the director of the International Affairs Forum at the U.N., served as the program's moderator. According to Mr. Gabriel only very recently has the plight of poverty been recognized as a universal indignity to mankind. No longer can we employ fatalism as an excuse nor charity or philanthropy as remedies for the situation.

The moderator emphasized the role of the U.N. as a major coordinating body of the present efforts to "promote the economic and social advancement of all peoples." He added that the very foundation upon which that organization had been originally established guaranteed "life, liberty, and the security of person."

Mr. Gabriel outlined the work of various international agencies affiliated with the U.N. whose sole purpose was to "cope with the conditions of economic backwardness." Technical assistance for economic development, he concluded, "has been the cardinal U.N. principal by which to eliminate poverty."

Emmanuel Sam, the representative from Ghana, spoke of poverty not within the context of his own country, but rather within the context of Africa as a continent. The main reason for Africa's poverty is its underdeveloped economic structure.

Mr. Sam stated that a more developed country will have more people in the working class, a necessary group for maintenance of an industrial economy. In contrast to the remainder of the world, their economy is basically an agrarian one with two-thirds of the population involved with agriculture.

Africa, however, has entered in an industrial age. But, growth of industry has not been in proportion to the growth of population. African goods are expensive to

produce because of the high price of labor, the need of importing machinery, and the lack of adequate transportation.

Sam did give reasons why Africa is poor. The Africans are forced to purchase and trade in the same markets as the wealthy countries of the world. He appealed for more aid from the



Alexander Gabriel

rich countries, for he stated, the rich must solve the problem of the poor before a tragedy occurs.

Speaking on poverty for the East was Syed Karim, deputy U.N. representative from Pakistan. Karim functioned preceptorially in teaching both a lesson in geography and one in history. Geographically, he made a generalization concerning the North and South of the globe.

The national resources contingent upon wealth and abundance in a nation are distributed mostly to the countries in the Northern Hemisphere. Examples of this are the U.S., Britain, France and Russia. The South is characterized by a general depravity of these resources. Hence, this is one reason for poverty in countries such as Pakistan.

Historically, Asia was at one time the source of riches for the West. The caravans of the Middle Ages from the East brought back to Europe the much demanded luxuries. However, Asia can no longer be a supply of wealth because of its overburdening population, which it cannot support.

Karim further explicated the concerns of the U.N. in helping to combat poverty. In these countries, there exists a shortage of skills. The U.N. helps to fill the shortage by sending technicians not only to work with the native

Asians, but also to train them. The U.N. has finally voted to consider helping countries with programs, despite the strong opposition at first by many countries from the West. By the alleviation of these two problems, one would resolve two important facets of the cause of poverty.

Banquet Features Columbian Feast, Director of CARE

by Adele Wolff

Frank L. Goffio jokingly said that he took no part in preparing the skimmed, powdered milk, fresh fruit, crackers, and Sancocho, a Columbian soup, served to the crowd of diners at Harris Refectory. He added, however, that the relatively meager banquet, representing a typical meal served in a South American country through the help of CARE, would be considered a real banquet in some parts of the world.

Goffio, executive director of CARE, International, spoke at the CONN-QUEST banquet on Saturday evening.

CARE, said Goffio, was formed in 1947 as a post World War II relief organization by Americans and Canadians who wanted "to share with others in the world." CARE receives 98% of its funds from donations. Last year, said Goffio, \$12½ million were received from donors who "never got a chance to feel the merchandise."

Goffio continued by stating that many people think of CARE as a food package program.

In 1952, when the U.S. had a grain surplus and there was starvation elsewhere, CARE, in accordance with Public Law 480 that allows distribution of surplus food to voluntary agencies only after domestic needs are filled, "moved into surplus."

In 1968, the Indian government asked CARE to distribute food to starving people in Bihar. Goffio asserted that 28 U.S. CARE employees and 109 native workers undertook a "gigantic program" to feed 15 million people every day.

Goffio stated that CARE also tries to stimulate self-help and community involvement. "This stimulation is more important than food packages."

Goffio mentioned some of CARE's attempts to give people "the opportunity to do for themselves." In trying to decide upon a

suitable plow to send to India, CARE developed the "CARE clipper." By paying workers in food rations, CARE encouraged Liberians to build roads. In Korea, boats were built and irrigation ditches dug with lumber and shovels provided by CARE.

The CARE package, said Goffio, now includes volunteer medi-



Frank Gaffio

cal personnel. MEDICO, a medical aid organization, has been "taken over by CARE" and is the "new dimension of CARE."

In regard to CARE's attempts to help people, Goffio said, "No matter how bad off they are, people have a great deal of pride." "If you do it right, it's going to make sense and people are going to appreciate it."

Goffio stated that CARE is still a "tiny agency in terms of world need." Today it operates in 38 countries at the invitation of their governments.

Goffio stressed that "people want the same things everywhere in the world and we need to realize it. We need to give everything we've got here and abroad." In conclusion, Goffio said that he did not expect the problems of poor, underdeveloped nations to be solved within the next few years, but called himself an "optimist." "Down the line we'll see it happen if together we believe in this thing."

Poverty Weekend Deemed A Success For Participants

by Sue Lee

Conn-Quest '70 was an attempt to introduce to the Connecticut

College Community a condition which is more widespread than many of us know or care to realize. Poverty is a major problem in our own country, but is an even greater problem in other areas of the world. It is ironic that in a country with one of the highest per capita incomes in the world, nearly one-fifth of our population is poor. In other countries, the proportion of the population which doesn't know where its next meal is coming from is much higher.

Those students and faculty who participated in the weekend were made to realize the extent to which poverty is a major problem in every country in the world, no matter how rich. The purpose of the weekend was to bring home this realization to those of us who didn't know the extent of the problem or to those who chose to ignore it. Our speakers represented a wide variety of backgrounds and experience. A balance was achieved between the discussions of foreign and domestic aspects of the problem. While the morning colloquium presented a general overview of the problem of poverty, both at home and abroad, the afternoon seminars dealt with more specific aspects of poverty, its results, and possible solutions.

Those who took the time to participate in all or few parts of the weekend came out with a sense of the magnitude of the existence of poverty. One of the points made repeatedly during the weekend was that poverty is rarely seen, and therefore never really acknowledged as a problem. Conn-Quest participants won't suffer from this lack of knowledge.

Hike For Hunger Plans Campaign For Late April

by Sherry Hensley

The first organizational meeting of a "Hike for Hunger" was held on Monday, Feb. 23, in the Student Lounge of Cro. Approximately 20 students attended to discuss the plans for the hike, which is designed to raise money for various needy areas, both in the United States and overseas.

The hike is scheduled for Apr. 25. Students from Connecticut, Mitchell College, and New London high schools, will participate on the walk.

Before the event, each walker will recruit a sponsor who will pay from a few cents to several dollars for each mile of the roughly 25 mile course which the individual covers. Organizers of the hike expressed hope that businessmen and other members of the New London community will contribute money to the cause.

The proceeds will be allocated as follows: 15% to the American Freedom from Hunger Foundation in Washington, D.C., the originator of the "Hike for Hunger" ideas; 42½% to several services in the New London area; and 42½% to a foreign project group in Boston, which will utilize the funds in Zambia, teaching natives how to use grain and fertilizer. Within New London, the funds will most likely be given to a University of Connecticut annex program to instruct Puerto Rican mothers in the planning of nutritional meals, to a family service program, and to the model cities' free breakfast program.

The amount of money which is raised by the hike will vary according to the number of participants and the distance that they cover.



**ON NEGRO
HISTORY WEEK:
Negro History Week
What! Again?
Man, This Is
Black History Year!**

The Afro-American Society

Confrontation At Amherst Blacks Occupy Buildings

by Pam Barnett

On the weekend of Feb. 20-22, there were no physical remnants of the black takeover of four buildings on the Amherst campus which occurred the preceding Wednesday. I read "The Amherst Student", Amherst's newspaper to familiarize myself with the actual events, (from an article by Brain Pollard).

The Take-Over

At 1:15 Wednesday morning, a number of black students confronted a junior at the Converse switchboard. The Afro-Converse students told the student that they planned to occupy the administration building and that he must leave the switchboard immediately. He complied. The blacks spread through the building, chaining the doors to prevent the entrance of authorities.

The switchboard operator noted that the students were well organized and treated him civilly. Leaving Converse, he informed authorities of the circumstances at the social dorms.

While Converse was being occupied, a similar situation developed at the Science Center. There were students studying there in the science library at the time of the occupation. Chains were placed on some outer doors.

The night watchman for the building, attempted unsuccessfully to contact the campus police via his walkie-talkie. Several black students confiscated the radio. They reassured the watchman that the students in the building had already been ordered to leave. He was escorted to the entrance where his walkie-talkie was returned and he was released. The switchboard operator and watchman were the only two college employees personally involved in the occupation of the four buildings, Frost and College Hall being vacant at the time of seizure.

The Demands and Proposals Presented by the Five College Black Community

1. A comprehensive program of black studies to be instituted in the five college area, which will be available as a part of the curricula of all black students in the various institutions.

2. It is necessary to make the atmosphere of the Smith-Amherst Tutorial Program, as set up here, more real and it is necessary to make its frame of reference black. It is proposed that there be a summer program to benefit black high school students from the Springfield Community.

3. It is proposed that there be a summer program to benefit black high school students enrolling in the five colleges.

4. We demand that 15-25% of the class of '74 be black; that the financial aid committee set aside \$125,000 beginning with the class of 1975, for scholarships for black applicants and that this amount be adjusted proportionately; that the admissions committee set aside \$7,000-\$10,000 to be used for the recruitment of blacks.

5. We demand the establishment of a budget for the Black Cultural Center for the year 70-71

and that funds be set aside specifically for its development in future years.

6. We demand that \$95,000 be set aside by Amherst College for use in the summer program and that the governing board and staff of the tutorial program be black.

7. We demand that Amherst establish a Black Studies department with a black director who has the approval of representatives of the Five College Black Community.

As I wandered through the rooms of James Hall, I was greeted by students who wished to comment on the incident. The only students whom I met who had the free time to discuss their reactions were white male freshmen. Thus, I do not know if the opinions are representative responses.

Reactions

The bargaining between blacks and administrators on vital black-raised issues has been meaningless ever since these issues were first brought up. Questions such as a viable Black-Studies program, a bridge program for incoming freshmen, and administration of the Smith-Amherst Tutorial Program have not been justly dealt with by the Five College administrative community. The orderly occupation of four Amherst buildings by members of the Black Community highlighted the inaction of the administrators and emphasized to the white community-at-large the blacks' frustrations with the five colleges. The take-over was a good thing. It was dramatic, and it briefly involved the normally apathetic students by keeping them from their studies. What remains to be seen is whether or not the demands will be met at all by the administrations.—John Tarnoff

Confrontation as a political tactic is legitimate only within certain circumstances. I question whether the circumstances surrounding the take-over of four buildings by blacks at Amherst necessitated this form of demonstration. Confrontation, in this case, in the form of a building take-over, is justified only when all other avenues of negotiation have been exhausted. If, indeed, they had been exhausted; if the demands had been ignored by the administration last year; if no money had been actually spent to improve such programs as Black Studies this year, then such an act of disobedience as building take-over is both reasonable and justified.

If, however, as it appears, the blacks' demands had not been previously presented to the student body as well as to the admin-

istration, if the take-over was merely a childish dramatic attempt for publicity, such a demonstration can be neither justified nor supported. Which of the two sets of circumstances existed in this case remains to be seen.—Mark Gerchick

I just decided, that fateful Wednesday morning, to wait and see what happened. I was not irritated by the fact that buildings were occupied; this is not only an exciting but a most effective means of publicizing or attracting attention to one's needs. I disagreed with the tactic—there was no formal presentation to President Plimpton and then an "or else" threat—it just happened. This inverted order also produced an interesting effect. I was highly irritated by a few who upon hearing the words "Blacks... occupied buildings... take-over" jumped on the bandwagon and joyfully exclaimed, "O WOW, WE'RE HAVING A REVOLUTION!" I was irritated by white students asking other students to boycott classes when neither knew any more about the demands than the other. This strangely inverted take-over said, in effect, strike first and then we'll tell you what you're striking about. In the Amherst tradition it was a well-conducted, low-keyed take-over. The demands themselves, though, are really quite impractical. The cost demands simply cannot be met. The Five College Committee cannot decide on a common academic calendar, let alone on a common major; the individual courses should be strengthened and anyone wishing to do so could take them through the channels already existing and frequently used. The demands on the ABC programs are misguided; let these students first brush up the skills involved and then, when they get here, take up the "black identity," "black reality," and "black culture," which strike me as very nebulous terms. The three-month delay will not set these Blacks back too far, I am sure.—Bob Murphy.

The take-over surprised me, but it shouldn't have. The problems were there for all to see. It was quite plain that the administration and we white students were guilty of making assimilation, not integration, our goal. I haven't had a chance yet to study all the proposals in depth. I see absolutely nothing wrong with those that I have read. Basically these proposals are intended to set up programs that will develop black identity rather than seek to erase it.

Among the proposals were
(Continued on Page 8, Col. 5)

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REVIEW

Schwartz Emphasizes Active Student Role

by Mary Ann Sill

One of the most prevalent issues today is that of student power and the role of students in the university. There are many sides to the problem of how much power students should wield in university life, and how much they are capable of wielding.

In his book *Student Power*, Edward Schwartz, President of the National Student Association, 1967-68, explores the many viewpoints inherent in the students' quest for a voice in university affairs.

The book, an anthology of several essays, defines the meaning of student power. It is also concerned with specific proposals that have already been initiated in some universities so that students might be included in the decision-making apparatus on campus. The similarities between several specific campus demonstrations and confrontations are also discussed in some depth as well as their ensuing conclusions.

Student power means the ability to make decisions and requires the involvement and organization of the entire student body. In this era of radical educational change, the colleges must release the stranglehold they have over the college community and realize the sweeping changes that both students and administrators must confront.

The two ways of attaining student power are either through dialogue or revolutions and confrontation. If dialogue is successful and students feel they are getting somewhere with it, there is no need for revolution. However, if channels become exhausted, it is clear that confrontation is the only method to the acquisition of power, Schwartz explains.

The administration's use of the slogan, "If you don't like it, leave," suggests students must be willing to accept the past policies as remedies for present campus problems. Schwartz states, "Let this principle apply—he who must obey the rules should make them." He continues by saying that students should make all rules governing the dormitories, student unions, student fees, clubs and newspapers. He believes the faculty and administration should do no more than attempt to guide the students if necessary, because it is ultimately the duty of the students to demand that the final policy decisions be of their making.

Schwartz continues by stating that students and faculty should co-decide the curriculum. Also, students, faculty and administrators should co-decide admissions policy, university investments and college policy affecting the surrounding community.

Many students are afraid, too lazy or too apathetic to want or fight for power. This is an individual decision. By adopting these attitudes, students limit their college experience only to that of the classroom and dorm life, and thus, the educational process runs the risk of becoming boring.

Student power definitely does not mean anarchy. There are those, however, who believe students would not adhere to their own decisions, or that students would be apt to make wrong decisions. Student power is the installation of new rules, not the lack of rules; the enactment of a new standard of authority, not the elimination of authority.

Schwartz states, "Students who ignore student power ignore themselves. They are safe, respectable, but emasculated. Ultimately, they can be dangerous. Later in life, they wield power in the way it was wielded upon them—without any standard to govern it save that of power."

Schwartz cites Reed College, The University of California at Berkeley, and the University of Wisconsin as examples of the present uses of student power in the university.

The final section of the book is concerned with case studies in which student power has been exercised. Schwartz begins with an account of the movement at the University of Illinois in 1967. The students united behind the activist student government to protest the speaker-ban which was in effect at that time.

The next article concerns the University of Redland, a small liberal-arts school in Southern California, where the administration struggled to keep students from gaining power, which they ultimately gained through demonstration.

The Tuskegee movement at Tuskegee Institute in Alabama, is also explored. The black college, founded by Booker T. Washington, was transformed from a docile campus to one infested by militant students seeking to gain power in the institution, as well as

(Continued on Page 8, Col. 2)

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Beyond the Wall

by Jodie Meyer

Harvard

Harvard University has signed what it believes to be the first construction contract in the United States that obligates the builder to hire a specific minimum number of minority workers.

The agreement was worked out between Clifford L. Alexander, Jr., former chairman of the Federal Equal Employment Opportunity Commission who is a Harvard overseer, and the Jackson Construction Company of Needham, Mass.

Under the agreement the contractor is required to employ from 19% to 23% black and other minority-group members in the construction of two new campus buildings.

Moreover, the agreement is worded so that minority workers must be found for the whole array of building crafts needed on the job, not just the lower paying ones.

The agreement follows a stormy semester of sometimes violent protest by Harvard black students, who seized an administration building, a faculty club, the dean's office, and the construction site to dramatize their demands that 20% of the workers on campus construction projects be black.

Bowdoin College

The Afro-American Society at Bowdoin College presented a statement to President Hawthorn in Longfellow Hall, Wednesday, Feb. 18, demanding that the college meet its commitment made earlier in the year to admit a minimum of 85 black students by fall, 1970.

They said that they have considered the college's reasons for not meeting this commitment inadequate. They questioned the

sincerity and vigor of the college's efforts in attempting to reach the stated goal.

The college has made efforts to attain the goal, including major recruitments. They hired one man for recruitment of black students, increased the scholarship fund by \$133,000, established a special sub-freshman week for minority group candidates, and also used black students from Bowdoin in their recruiting efforts.

They have made repeated attempts to contact agencies and groups working within the black communities counseling Black College Candidates, and have, as

was reported in an earlier issue of Satyagraha, made SAT tests optional.

Within the college an Afro-American center has been established and an Afro-American Studies major will be initiated next fall.

Apparently, though, according to admissions figures, the college will fall short of its goal. The President met with the faculty, but no vote of any kind was taken. Both the President and the administrative officers felt that discussion with the Afro-American society could be initiated in attempts to reconcile the demand.

COMER/FLETCHER (Continued from Page 3, Col. 2)

Many girls who have babies are unprepared to care for them, said Dr. Comer. The majority are quite young and have not yet attained the maturity needed to rear an infant. Some girls have had no practical experience in caring for a child, even in the most basic ways; and as a result their children suffer.

Dr. Comer stressed that poor pre-school development in children almost always leads to their ultimate failure in school. If children do not attain a sense of security and confidence at home, if their parents do not instill in them an "inner control", then they simply are not able to adjust to the shift of environment and discipline when they enter school.

In the classroom, these problems are difficult but not impossi-

ble to correct, said Comer; but if this is to be accomplished at all it must be done in the first four grades. Teachers must become "educational diagnosticians." They must evaluate and accommodate the deficiencies and needs of each student.

In addition, stated Comer, students must understand why they are in school. They should realize what is expected of them and what they should expect from their education.

Under this type of education, Dr. Comer has noticed that teachers honestly become much more concerned with their students and more observant of individual children's difficulties. In return, the students respond with a marked improvement in both effort and achievement.

Dr. Comer summarized, "it's more work, it's harder, but it pays off in the end."

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NEWS NOTES

The University of Hartford is sponsoring "Black Americans Speak Through the Arts", from Mar. 3 through Mar. 17. The main participants are the Eleo Pomare Dance Company, Sonia Sanchez and Etheridge Knight, black poets; Cliff Frazier and "Young Black Film Makers"; and Jackie McLean, jazz artist. There will also be an exhibit of 71 paintings and drawings, "Harlem Artists '70", by black artists of the Harlem community.

The Theatre Development Fund is offering tickets at special rates to THE CONCEPT, presented by Mortimer Levitt and Arthur Cantor off-Broadway at the Pocket Theatre. Tickets are available to students or faculty members at a special rate of \$2.50, for selected dates in March and April. For tickets or information write Theatre Development Fund, Inc., 1564 Broadway, New York, N.Y. 10036.

AMHERST
(Continued from Page 6, Col. 3)

autonomous Black Studies department, and a summer tutorial program that would help to prepare the black for entrance into a white-controlled co-opting institution. Because we whites were not responding nor communicating with the blacks regarding these proposals (all of which were previously presented to the school), I can find no fault with the means employed. It would be best for us whites to start integrating blacks as equals, instead of assimilating them as though they were undesirable.—Larry Dardick

HIKE/HENSLEY
(Continued from Page 4, Col. 5)

"Although one does not have to walk the full course, but may stop at intervals along the way, all are urged to walk as much as possible on the hike," said Mary Ingoldsby, '72, coordinator of the program.

On Nov. 22, 1969, the first "Hike for Hunger" was conducted in Connecticut. 115 people marched to raise \$3,000, not including aid from local businessmen.

A bake sale will be held this Friday at the New London Mall in order to make money for the walk expenses, such as poster materials, envelopes, etc. During spring vacation, letters will be written to local merchants and organizations to generate interest in the hike. If community interest is shown, representatives from Connecticut will visit them to obtain aid.

One prominent New London businessman has already written the committee, the Apr. 25 "Hike for Hunger," indicating that he will encourage other businessmen to contribute to the hike.

WATCH
THIS
SPACE!

Jean Luc Godard's film, "Sympathy for the Devil," starring the Rolling Stones, will have its New York premiere at Hunter College on Wednesday, March 18, at 7:30 p.m. in the College Assembly Hall. Tickets, at \$3 and \$2 (student) are available at the Hunter College Concert Bureau, 695 Park Ave., and at Ticketron outlets in the metropolitan area.

A Chinese Opera, "The Fisherman's Revenge" and "The Jade Bracelet", will be presented on March 7 at 8:00 p.m. in Palmer Auditorium. Tickets are on sale in Crozier-Williams and in Fanning for \$1.50 and \$2.50.

The American Student Information Service is looking for American college students interested in summer jobs in Europe. For application forms, job descriptions with full details and the 40-page ASIS Handbook on earning your summer in Europe, all by return airmail, interested students should write, sending their name and address and one dollar (for airmail postage and overseas handling) to SUMMER PLACEMENT OFFICE, ASIS, 20 Ave. de la Liberte, Luxembourg, Europe.

A rarely produced play by a well-known poet opened February 26 at the Yale University Theatre. The play, e.e. cummings' *Him*, will run for two weeks, February 26 through March 1 and March 6 through 8. Tickets are available at the Yale Theatre, 222 York St., between 10 a.m. and 6 p.m., at the Yale Co-Op or at 865-4300.

AWARD BOOKS is now seeking original short stories, poems, plays and essays for an anthology tentatively named NEW BLACK WRITINGS. Contributors may submit any material that has not been published previously. In addition, works which have been published in limited circulation publications such as literary or scholarly journals are eligible for inclusion in this anthology. All contributions should be submitted to Sol Battle, Editor, Universal Publishing and Distributing Corp., 235 East 45th St., N.Y., N.Y. 10017, no later than June 1, 1970.

liaison with community groups interested in environmental problems, and shall keep a membership list.

E. Action: The Action Committee shall offer constructive activities for concerned citizens and students.

A Steering Committee will serve as a coordinating body for the panels, and shall formulate general policy.

Ad Hoc Committee shall be formed as the need arises to handle publicity and arrangements for special activities such as the April 22 Teach-In.

Any persons interested in becoming involved with one of the panels is invited to attend the weekly meetings of SURVIVAL, 6:30 P.M., Thursdays in the living room of Larrabee.

"STUDENT POWER"
(Continued from Page 6, Col. 5)

supporting outside activities such as Dr. Martin Luther King's march on Montgomery, Ala. SNCC became involved, and the entire student body revolted to obtain governing power in the institute.

The final article is on the uprising at Columbia University, where students demonstrated against university policies in an effort to make their objections known.

Schwartz manages to integrate his diverse materials well, and succeeds in locating a definition of student power and the student role in the university.

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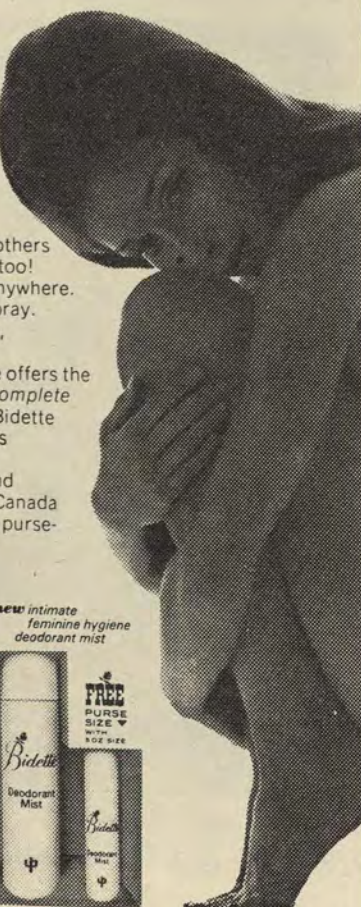
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A recently completed building at the Millstone Power Station. photo-by carroll



The smokestack which will expell heat and waste from the nuclear reactor. photo by carroll

NUCLEAR ENERGY

(Continued from Page 1, Col. 2)

(4) transportation, (5) population, (6) food and agriculture, and (7) wetlands.

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C. Press, Media, Publicity: Shall issue press releases containing information about the activities of SURVIVAL and important happenings in the state concerning pollution. The panel shall also publicize activities of SURVIVAL, and will arrange a media show to be presented to local schools and civic groups.

D. Public Relations and Membership: This panel shall act as a

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